

Grade 3—Analysis of Similarities and Differences
South Carolina College- and Career-Ready Standards

Common Core State Standards

Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	
3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	
<i>3.3 This indicator does not begin until Grade 6. Grade 6 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</i>	
<i>3.4 This indicator does not begin until Grade 6. Grade 6 Organize and categorize important information, revise ideas, and report relevant finds.</i>	
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	
4.2 Reflect on findings to build deeper understanding and determine next steps.	
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	
5.1 Acknowledge and value individual and collective thinking.	
5.2 Employ past learning to monitor and assess current learning to guide inquiry.	
5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	

Reading – Literary Text (RL)	Reading (R)
Principles of Reading	Foundational Skills
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.	
<i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.	
<i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.	
<i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
<i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.	
<i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.	
<i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.	
<i>2.4 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.	

2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.	
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.
3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.	RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.
3.2 Use knowledge of how syllables work to read multisyllabic words.	RF.3.3.c Decode multisyllable words.
3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	RF.3.3.d Read grade-appropriate irregularly spelled words.
3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.	
3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.	
3.6 Read grade-appropriate irregularly spelled words.	RF.3.3.d Read grade-appropriate irregularly spelled words and words.
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	RF3.4 Read with sufficient accuracy and fluency to support comprehension.
4.1 Students are expected to build upon and continue applying previous learning. Grade 2 Read grade-level text with purpose and understanding.	RF.3.4.a Read on-level text with purpose and understanding.
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Students are expected to build upon and continue applying previous learning. Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(RL) Meaning and Context	(R) Key Ideas and Detail
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	RL.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> <i>Grade 2 Make predictions before and during reading; confirm or modify thinking.</i>	
Standard 6: Summarize key details and ideas to support analysis of thematic development.	Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6.1 Determine the theme by recalling key details that support the theme.	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
(RL) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

(RL) Meaning and Context	(R) Key Ideas and Details
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
8.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and b. explain the influence of cultural and historical context on characters, setting, and plot development.	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
(RL) Language, Craft, and Structure	(R) Craft and Structure
Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
9.1 Identify and explain how the author uses idioms, metaphors, or personification to shape meaning and style.	
9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
(RL) Language, Craft, and Structure	(L) Vocabulary Acquisition and Use
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	<p>Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

10.1 Use paragraph-level context to determine the meaning of words and phrases.	
10.2 Determine the meaning of a word when an affix is added to a base word.	L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
10.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.	L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion).
10.4 <i>Students are expected to continue to build upon concepts learned previously.</i> Grade 2 Use the meanings of individual words to predict the meaning of compound words.	
10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words or phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them.</i>)
(RL) Language, Craft, and Structure	(R) Craft and Structure
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
11.1 Explain the differences between first and third person points of view.	
11.2 Compare and contrast the reader’s point of view to that of the narrator or a character.	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.	RL.3.5 Refer to the parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	
(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
(RI) Language, Craft, and Structure	(R) Integration of Knowledge and Ideas
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(RL) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
(RL) Range and Complexity	(R) Range of Reading and Level of Text Complexity
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
13.1 Engage in whole and small group reading with purpose and understanding.	
13.2 Read independently for sustained periods of time to build stamina.	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
	RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading - Informational Text (RI)	Reading (R)
Principles of Reading	Reading: Foundational Skills
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.	
<i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.	
<i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.	
<i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.	
<i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.	
<i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.	
<i>2.4 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.	

<p>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	
<p>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>
<p>3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p>	<p>RF.3.3.c Decode multisyllable words.</p>
<p>3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	<p>RF.3.3.d Read grade-appropriate irregularly spelled words.</p>
<p>3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.</p>	
<p>3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	
<p>3.6 Read grade-appropriate irregularly spelled words.</p>	<p>RF.3.3.d Read grade-appropriate irregularly spelled words and words.</p>
<p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p>
<p>4.1 Students are expected to build upon and continue applying previous learning. Grade 2 Read grade-level text with purpose and understanding.</p>	<p>RF.3.4.a Read on-level text with purpose and understanding.</p>
<p>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>	<p>RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>
<p>4.3 Students are expected to build upon and continue applying previous learning. Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

(RI) Meaning and Context	(R) Key Ideas and Details
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	RI.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> <i>Grade 2 Make predictions before and during reading; confirm or modify thinking.</i>	
Standard 6: Summarize key details and ideas to support analysis of central ideas.	Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6.1 Summarize multi-paragraph texts using key details to support the central idea.	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast diverse texts on the same topic, idea, or concept.	
(RI) Language, Craft , and Structure	(R) Craft and Structure
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
8.1 Explain how the author uses words and phrases to inform, explain, or describe.	
8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.7 Use information gained from illustrations the words in a text to demonstrate understanding of the text.
	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .

(RI) Language, Craft, and Structure	(L) Vocabulary Acquisition, and Use
Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	<p>Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
9.1 Use paragraph-level context to determine the meaning of words and phrases.	
	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
	L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
9.2 Determine the meaning of a word when an affix is added to a base word.	L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
<i>9.3 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.	L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. <i>company</i> , <i>companion</i>).
9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words or phrases, including those that signal spatial and temporal relationships .

(RI) Language, Craft, and Structure	(R) Craft and Structure
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
10.1 State the author’s purpose; distinguish one’s own perspective from that of the author.	RI.3.6 Distinguish their own point of view from that of the author of a text.
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning.	
11.2 Describe the structures an author uses to support specific points.	Integration of Knowledge and Ideas RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	(R) Key Ideas and Details
	Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	(R) Integration of Knowledge and Ideas
	Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
(RI) Range and Complexity	(R) Range of Reading and Text Complexity
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
12.1 Engage in whole and small group reading with purpose and understanding.	
12.2 Read independently for sustained periods of time.	
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
	RC.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2 – 3 text complexity band independently and proficiently.

Writing (W)	Writing (W)
Meaning, Context, and Craft	See Standards Listed Below
<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>1.1 Write opinion pieces that:</p> <ol style="list-style-type: none"> introduce the topic or text, state an opinion, and create an organizational structure that includes reasons; use information from multiple print and multimedia sources; organize supporting reasons logically; use transitional words or phrases to connect opinions and reasons; develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; use paraphrasing and original language to avoid plagiarism; and provide a concluding statement or section. 	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.b Provide reasons that support the opinion.</p> <p>W.3.1.c Use linking words and phrases to connect opinion and reasons.</p> <p>W.3.1.d Provide a concluding statement or section.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.8 Recall relevant information from experiences or gather information from print and digital sources; take brief notes and sort evidence into provided categories.</p>

<i>Included in Fundamentals of Writing</i>	
<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution</p> <p>Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge</p> <p>Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>2.1 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> introduce a topic and group related information together; use information from multiple print and multimedia sources; include illustrations to aid comprehension; develop the topic with facts, definitions, and details; develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; use paraphrasing and original language to avoid plagiarism; use transition words and phrases to connect ideas within categories of information; develop a style and tone authentic to the purpose; and provide a concluding statement or section. 	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension</p> <p>W.3.2.b Develop the topic with facts, definitions, and details.</p> <p>W.3.2.c Use linking words and phrases (<i>e.g., also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>W.3.2.d Provide a concluding statement or section.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort</p>

<i>Included in Fundamentals of Writing</i>	evidence into provided categories.
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	<p>Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<i>Included in Fundamentals of Writing</i>	
<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; use temporal words and phrases to signal event order; use imagery, precise words, and sensory details to develop characters and convey experiences and events; and provide a sense of closure. 	<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3.c Use temporal words and phrases to signal event order.</p> <p>W.3.3.d Provide a sense of closure.</p> <p>W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>W.3.8 Recall information from experiences or gather information</p>

<i>Included in Fundamentals of Writing</i>	from print and digital sources; take brief notes on sources and sort evidence into provided categories.
(W) Language	(L) Conventions of Standard English
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
<p>4.1 When writing:</p> <ul style="list-style-type: none"> a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs; b. form and use regular and irregular plural nouns; use abstract nouns; c. form and use regular and irregular verbs; d. form and use the simple verb tenses; e. ensure subject-verb and pronoun-antecedent agreement; f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; g. form and use prepositional phrases; h. use coordinating and subordinating conjunctions; and i. produce simple, compound, and complex sentences. 	<p>L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.b Form and use regular and irregular plural nouns.</p> <p>L.3.1.c Use abstract nouns (e.g., <i>childhood</i>).</p> <p>L.3.1.d Form and use regular and irregular verbs.</p> <p>L.3.1.e Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p> <p>L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1.h Use coordinating and subordinating conjunctions.</p> <p>L.3.1.i Produce simple, compound, and complex sentences.</p>
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.	L.3.2.a Capitalize appropriate words in titles.
<p>5.2 Use:</p> <ul style="list-style-type: none"> a. apostrophes to form contractions and singular and plural possessives; b. quotation marks to mark direct speech; and c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives. 	<p>L.3.2.b Use commas in addresses.</p> <p>L.3.2.c Use commas and quotation marks in dialogue.</p> <p>L.3.2.d Form and use possessives.</p>
5.3 Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base words.	L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).
5.4 Use spelling patterns and generalizations.	L.3.2.f Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i>) in writing words.

5.5 Consult print and multimedia sources to check and correct spellings.	L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
(C) Meaning and Context	(W) Production and Distribution
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Anchor Standard 6: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
	W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
See Standards Listed Below	(W) Research to Build and Present Knowledge
Reading Informational Text Meaning and Context Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	W.3.7 Conduct short research projects that build knowledge about a topic.
Reading Literary Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. Reading Informational Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

(W) Range and Complexity	(W) Range of Writing
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
6.1 Write routinely and persevere in writing tasks: <ul style="list-style-type: none"> a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity. 	W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<i>6.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.	
<i>6.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Write left to right leaving space between words.	
6.4 Continue to develop effective keyboarding skills.	Writing Production and Distribution of Writing W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.	

Communication (C)	Speaking and Listening (SL)
Meaning and Context	Comprehension and Collaboration
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.	Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
1.1 Explore and create meaning through conversation and interaction with peers and adults.	SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
1.2 Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.	SL.3.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.	SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
1.4 Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.	
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	SL.3.1.d Explain their own ideas and understanding in light of the discussion.
<i>1.6 This indicator does not begin until English 1. English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</i>	
(C) Meaning and Context	(SL) Presentation of Knowledge and Ideas
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.	Writing Research to Build and Present Knowledge W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.	SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
2.3 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.	
<i>2.3 This indicator does not begin until Grade 6. Grade 6 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</i>	
<i>2.4 This indicator does not begin until Grade 3. Grade 3 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.</i>	
(C) Meaning and Context	Speaking and Listening (SL)
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	<p>Comprehension and Collaboration Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Presentation of Knowledge and Ideas Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.1 Compare how ideas and topics are depicted in a variety of media and formats.	
3.2 Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	SL.3.5 Create engaging audio recordings of stories of poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
(C) Language, Craft, and Structure	(SL) Comprehension and Collaboration
Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4.1 Identify the presentation style a speaker uses to present content.	

4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.	
4.3 Identify why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.	
	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Set a purpose and integrate craft techniques to create presentations.	
5.2 Employ idioms, metaphor, or personification when appropriate to impact the audience.	
<i>5.3 This indicator does not begin until English 1. English 1 Develop messages that use logical, emotional, and ethical appeals.</i>	
See Standards Listed Below	(SL) Presentation of Knowledge and Ideas
Communication Meaning and Context Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. Writing Language Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

The following section compares the Common Core Language Standards with the SC College- and Career-Ready ELA Standards. Parallels to the Common Core Language Standards are found in the Reading and Writing Strands of the SC CCR Standards as noted.

Writing (W)	Language (L)
Language	Conventions of Standard English
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<ul style="list-style-type: none"> When writing: <ol style="list-style-type: none"> show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs; form and use regular and irregular plural nouns; use abstract nouns; form and use regular and irregular verbs; form and use the simple verb tenses; ensure subject-verb and pronoun-antecedent agreement; form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; form and use prepositional phrases; use coordinating and subordinating conjunctions; and produce simple, compound, and complex sentences. 	L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.b Form and use regular and irregular plural nouns. L.3.1.c Use abstract nouns (e.g., <i>childhood</i>). L.3.1.d Form and use regular and irregular verbs. L.3.1.e Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses. L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.* L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1.h Use coordinating and subordinating conjunctions. L.3.1.i Produce simple, compound, and complex sentences.
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Anchor Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.	L.3.2.a Capitalize appropriate words in titles.
5.2 Use: <ol style="list-style-type: none"> apostrophes to form contractions and singular and plural possessives; quotation marks to mark direct speech; and commas in locations and addresses, to mark direct speech, and with coordinating adjectives. 	L.3.2.b Use commas in addresses. L.3.2.c Use commas and quotation marks in dialogue. L.3.2.d Form and use possessives.
5.3 Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base words.	L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> ,

	<i>smiled, cries, happiness).</i>
5.4 Use spelling patterns and generalizations.	L.3.2.f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.
5.5 Consult print and multimedia sources to check and correct spellings.	L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	Knowledge of Language
	Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.3.3.a Choose words and phrases for effect.
	L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.
See Standards Listed Below	Vocabulary Acquisition and Use
Reading Literary Text Language, Craft, and Structure Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Reading Informational Text Language, Craft, and Structure Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
	L.3.4 a Use sentence-level context as a clue to the meaning of a

	word or phrase.
10.2 Determine the meaning of a word when an affix is added to a base word. 9.2 Determine the meaning of a word when an affix is added to a base word.	L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).
10.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 <i>Use a base word to determine the meaning of an unknown word with the same base.</i>	L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).
9.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 <i>Use a base word to determine the meaning of an unknown word with the same base.</i>	
10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases. 9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Reading Literary Text Language, Craft, and Structure 10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. Reading Informational Text Language Craft and Structure 9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).
	L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).

	L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
<p>Reading Literary Text Language Craft and Structure Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>Reading Informational Text Language Craft and Structure Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p><i>Included in Fundamentals of Reading</i></p>	<p>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Reading Literary Text Language, Craft, and Structure 10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p> <p>Reading Informational Text Language Craft and Structure 9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p>	<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>